

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data 2024	Data 2025	Data 2026
School name	Prince of Wales Primary School		
Number of pupils in school	594 including Nursery		
Proportion (%) of pupil premium eligible pupils	41% (226 pupils)		
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	September 2021 to July 2024		
Date this statement was published	December 2024		
Date on which it will be reviewed	December 2025		
Statement authorised by	Mr Jan Bless		
Pupil premium lead	Ms Susan Paddon		
Governor	Mrs Laraine Hodgson		

### Funding overview

Detail	Amount – 24/25	Amount – 25/26	Amount – 26/27

Pupil premium funding allocation this academic year	£390,720		
Recovery premium funding allocation this academic year	£19,247.00 – this is the final payment		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£439,164.64		
<b>School contribution</b>	£29,197.64		

## Part A: Pupil premium strategy plan

### Statement of intent

As a school, we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions, we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupil's achievement.

One of our key focuses is early reading and for all children to develop a love of reading.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Mobility – we have a high number of pupils that enter Prince of Wales after the Reception year and high number that join us throughout each year group.
2	Attendance – we have a high number of children who are persistently absent from school. This impacts on children's attainment.
3	Low starting points – a number of pupil premium children enter the school with lower basic numeracy and communication and language skills than their peers, which affect attainment across other areas of the curriculum in EYFS, KS1 and KS2.

4	Above average EHCPs – it has been recognised by OFSTED in November 2021, that we have an above number of children with EHCPs within the school. We also have a high number of pupils who have high needs and require an EHCP to be able to access school.
5	We have a number of families that experience challenges, this has led to a higher number of safeguarding concerns and a higher number of children who have involvement from a social worker.
6	A large proportion of our pupils live in homes where English is an Additional Language (EAL), this is a challenge for our families to support their children with home learning tasks. EMA HLTA assessments new to English & Interventions

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Impact of year 1 spend	Impact of year 2 spend	Impact of year 3 spend
To achieve national average progress scores at the end of KS2 in Reading.	<ul style="list-style-type: none"> <li>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</li> <li>- End of KS2 SATs results show that an increasing number of children</li> </ul>			

	achieve national expectations or above, in each subsequent year.			
To achieve national average progress scores at the end of KS2 in Writing.	<ul style="list-style-type: none"> <li>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</li> </ul>	-	-	-

	<ul style="list-style-type: none"> <li>- End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.</li> </ul>			
<p>To achieve national average progress scores at the end of KS2 in Mathematics.</p>	<ul style="list-style-type: none"> <li>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</li> <li>- End of KS2 SATs results show that an increasing number of children achieve national expectations or above, in each subsequent year.</li> </ul>	-	-	-

<p>To improve current phonics score to be in line with local and national expectations. (2023 this was 81%)</p>	<ul style="list-style-type: none"> <li>- Pupil Premium children will be identified by teachers and support staff to enable targeted support during lessons.</li> <li>- Pupil premium children will be monitored through termly pupil progress meetings to identify gaps in learning and plan interventions to accelerate their progress.</li> </ul> <p>-Year 1 phonics score to show year on year increase and is in line with National and local average.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p>To reduce persistent absenteeism by 10%, in Pupil Premium families, currently at 28.63%.</p>	<ul style="list-style-type: none"> <li>- Persistent Absenteeism (PA) to be in line with National average. On 19<sup>th</sup> July 2024 overall PA was 20.3% and for state-funded primary schools it was 15.5%.</li> <li>- National PA for Free School Meals (FSM) is 11.1% 2023 / 2024.</li> </ul>	-	-	-

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- a significant reduction in behaviour incidents</li> <li>- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	-	-	
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,668.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school has a duty to ensure that all staff who provide support and intervention have the necessary skills, knowledge and understanding to carry out their roles effectively. This is achieved by providing staff with the relevant training. This includes RWI, HEP training and Local Authority training programme. Staff must be kept up-to-date with the latest developments and resources (eg speech sound screener).</p>	<p>EEF- Good teaching is the most significant devices schools have to improve outcomes for disadvantage pupils. The Pupil Premium being used to improve teaching quality benefits all pupils and has a predominantly positive effect on children eligible for Pupil Premium.</p>	<p>1, 3, 4, 5 and 6.</p>
<p>Buyback to LA training and advice. We have a nurture group within the school funded by LA. This buyback ensures that staff have access to appropriate training in order to be able to support the children in the nurture group.</p>	<p>EEF- Good teaching is the most significant devices schools have to improve outcomes for disadvantage pupils. The Pupil Premium being used to improve teaching quality benefits all pupils and has a predominantly positive effect on children eligible for Pupil Premium.</p>	<p>1, 3, 4 and 5.</p>

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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £201,915.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional opportunities to embed key mathematic and literacy skills through before and after school and holiday clubs.	EEF shows that pupils involved in an extended school day makes on average three months progress. Previous PP report indicates that this has had an impact on pupil's progress.	1, 3 and 5.
Additional support for embedding Read, Write Inc across EYFS, KS1 and lower KS2.	EEF shows that pupils involved in a phonics programme makes on average five months progress. Impact of year 2 spend	1, 3 and 4.
Provides early intervention to support the development of social skills, through play, speaking and listening, in children in reception and year 1. Children develop confidence in their interaction with their peers and familiar adults and improves their ability to follow instructions. 2 x PMs per week x 2 staff x 39 weeks  One afternoon of NG outreach.  Part time Nurture Group.	EEF shows that pupils involved in interventions led by TAs makes on average four months progress.	1, 3 and 4.

<p>Support for children who may have had Adverse Childhood Experiences (ACEs) through access to a Learning Mentor and ELSA trained staff. E.g. Zones of regulation groups, friendship groups, etc.</p>	<p>Good Social Emotional Learning (SEL) is important for all children, but especially for children who come from disadvantaged backgrounds and other vulnerable groups, who typically have weaker Social and Emotional skill, at all ages, compared to their better off peers. Evidence from EEF suggests that effective SEL can lead to progress of plus four months across an academic year.</p>	<p>2, 4, 5 and 6</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £159,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide emotional well-being support for vulnerable children through the Place2Be service.</p>	<p>EEF shows that pupils involved in social and emotional interventions makes on average four months progress.</p>	<p>1, 2, 3 and 4.</p>
<p>To provide emotional support for children to transition back into class after unstructured (lunch times), ensuring children are ready to learn and promote positive social interactions, especially in unstructured times.</p>	<p>EEF shows that pupils involved in social and emotional interventions makes on average four months progress.</p>	<p>1, 2, 3 and 4.</p>
<p>Additional time from the Educational Psychology Service.</p>	<p>We are able to identify children's needs more effectively and be able to put in the appropriate provision.</p>	<p>1, 2, 3 and 4.</p>

Music CPD using a validated scheme.	Staff to be supported in delivering high quality music lessons.	1, 2, 3, 4 and 5
More pupils having the opportunity to access music lessons and other school activities, e.g. trips.	Offering Disadvantaged children, an opportunity to access additional music lessons and trips.	1, 2, 3, 4 and 5
Weekly 30-minute board games sessions	Each class is allocated a different boardgame to learn and master during a half term. Each half term classes swap so that by the end of each year 6 games are learnt. Benefits of playing weekly boardgames include strategic thinking, memory, language development, building relationships with peers and staff, resilience. EEF studies show that explicit teaching of SEL skills help to improve learning by four months plus.	1, 2, 3, 4 and 5
Access to screeners to help identify children's needs early on.	Inclusion lead has access to a range of tools to support children's learning and identify next steps.	1, 2, 3 and 4.
Running an in-house Breakfast Club to support the needs of local working parents and to give their children an enhanced learning and social experience before the start of the school day. Breakfast Club ensures that children start their day ready to learn. It gives the opportunity for children to develop positive relationships with staff and to socialise with children from other year groups. For children who have disrupted home lives, the club gives an added element of structure and much needed time to prepare themselves for the busy school day ahead.	Research shows that eating breakfast is linked to healthy body weight, improved academic performance and memory functioning, and increased school attendance. Schools with Breakfast Clubs report better attendance and less disciplinary interventions. Children are observed to be more alert and better able to pay attention and process information when they have eaten a filling breakfast.	2, 3 and 5

**Total budgeted cost: £439,164.64**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
TT Rockstars	Maths Circle
Read, Write Inc	Ruth Miskin
IDL Literacy	IDLS group
Widget	Widget online